

Utah State University

DigitalCommons@USU

All Graduate Theses and Dissertations

Graduate Studies

5-1952

A Study of Boys' Gymnasium Clothing Procedures in Utah High Schools of Region One for 1952

Remo J. Polidori

Follow this and additional works at: <https://digitalcommons.usu.edu/etd>



Part of the [Health and Physical Education Commons](#)

Recommended Citation

Polidori, Remo J., "A Study of Boys' Gymnasium Clothing Procedures in Utah High Schools of Region One for 1952" (1952). *All Graduate Theses and Dissertations*. 1840.

<https://digitalcommons.usu.edu/etd/1840>

This Thesis is brought to you for free and open access by the Graduate Studies at DigitalCommons@USU. It has been accepted for inclusion in All Graduate Theses and Dissertations by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.



**A STUDY OF BOYS' GYMNASIUM CLOTHING PROCEDURES IN
UTAH HIGH SCHOOLS OF REGION ONE FOR 1952**

by

Rene J. Polidori

**A thesis submitted in partial fulfillment
of the requirements for the degree**

of

MASTER OF SCIENCE

in

Physical Education

**UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah**

1952

TABLE OF CONTENTS

	Page
Introduction	1
Purpose of the study	1
Method of procedure	1
Formulating the questionnaire	2
Procedure of interview	2
Schools selected for study	2
Scope and limitations	3
Definition of terms	3
Review of literature	6
Provision of physical education costume	7
Laundering of physical education costume	8
Storage of physical education costume	9
Uniformity of physical education costume	11
Analysis of data	13
Response to interview	13
Schools requiring physical education costumes; estimated fulfillment	14
Provision	15
Laundering	17
Storage	19
Uniformity	22
Inspections	25
Identification marking	26
Towel expenses	27
Penalties	28
Summary	29
Conclusions	32
Recommendations	33
Bibliography	34
Appendix	35
Appendix A	36
Appendix B	41

LIST OF TABLES

Table	Page
1. Schools that require physical education costumes, and the estimated yearly average of students that dress for class	13
2. Provision of physical education costumes and towels	15
3. Laundering of physical education costumes and towels, and how often laundering is required	17
4. Storage of physical education costumes and towels, and schools that have pilfering problems	19
5. Efficiency of storage system	21
6. Schools that have uniformity of physical education costumes; per cent of uniformity required, and average yearly per cent of uniformity reported	22
7. Inspection of the physical education costume; method used, how often and by whom	24
8. Schools that require identification marking of physical education costumes; type of marking, who does marking, and what per cent is required	26
9. Purchase price, laundering costs and student rental fees for towels	27
10. Penalties given to students that do not co-operate with physical education dressing requirements	28

ACKNOWLEDGMENTS

My sincere thanks to coaches and physical education instructors in schools of Region One, whose cooperation made this study possible.

Grateful acknowledgment is made to Professor H. B. Hunsaker, Head of the Physical Education and Recreation Department at Utah State Agricultural College, to whom I am indebted for encouragement and constructive guidance that aided in its completion.

I extend my appreciation to committee members: Dr. L. G. Noble, Dr. C. Biddulph, and Mr. V. W. Gordon for their helpful suggestions.

Special thanks to my wife, Helen, whose willingness to assist whenever possible, and whose patience proved an all-important factor.

Remo J. Polidori

INTRODUCTION

Purpose of the study

It is highly desired, by authorities in the field of education, that costumes be required of students when participating in physical education activities. Since most schools do require all students to take part in physical education, it is believed that the proper wearing apparel adds to the effectiveness and wholesomeness of the class.

Williams and Brownell (12, p. 274) recommend:

Where students dress for instruction in physical education, some type of uniform gymnasium costume is desirable. Standard equipment for boys includes a sleeveless jersey, short trunks, cotton or wool socks, and rubber-soled shoes.

In schools where physical education costumes are used, it is believed that certain practices should be maintained; some of which are: (a) frequent laundering, and (b) adequate storage (12); (c) inspections for cleanliness, and (d) uniformity of costume (7); and (e) marking for purpose of identification.

It is obvious that a clean costume is conducive to good health habits; proper storage aids in the preservation and drying out of costumes; inspections stimulate cleanliness of costume; uniformity aids in class morale (7); and marking to signify ownership discourages pilfering.

The purpose of this study is to determine the present procedures now prevalent in certain Utah high schools.

Method of procedure

A letter was written to the principals of each of the seven Region One schools, asking permission to make this study. When

permission was granted, the writer made an unannounced visit to each school. A check list questionnaire was used when the writer interviewed either the coach or physical education instructor of each school. After the interview, the writer made a personal observation of a class in session, and also an observation of the storage room. Two to four unannounced visits were made to each school, within a three-week period, to aid in validating the information received in the interview. Upon completing all interviews and personal observation visits, the writer proceeded to tabulate his findings. A copy of the questionnaire check list appears in the appendix of this paper.

Formulating the questionnaire. After consultation with members of my thesis committee and leaders in the field, and after a thorough examination of the literature in the field, a check list questionnaire was constructed. It was given to each committee member and several graduate and undergraduate students in the education and physical education department. They were asked to render judgement on the check list and their suggestions aided in making the final copy.

Procedure of interview. The person queried was told the purpose of the interview, and that his name would not be included except as coach or physical education instructor. It was explained that this study would be concerned with all schools in Region One, and that his school would be compared only with other such schools. All interviews were conducted in a similar manner.

Schools selected for the study. This study is concerned with class "A" Utah high schools, and since Region One consists of such, it was decided by members of my committee that a study of Region One be made.

A random investigation by letter and personal visit to other class "A" schools throughout the state indicated that their physical education costume procedures are similar to those in schools of Region One. Also, due to locations, problems of transportation, and building plans, the writer was not able to include other class "A" schools in the state.

Scope and limitations

This study is concerned with the physical education costume procedures including provision, uniformity, storage, laundering, identification marking and inspection practices in Utah high schools of Region One. Because there was no completely accurate way to verify whether or not the persons interviewed were exact in their answers to the check list, there may be some question as to the lending of the physical education costume. It was impossible to detect lending practices since a very low percentage of costumes were marked for identification.

Definition of terms

1. Gymnasium clothing. A type of clothing or costume used in physical education classes to obtain free movement when participating in physical activity. The gym shoe is included as part of the gymnasium costume. In this study, it will be termed as physical education costume.

2. Procedures. In this study, procedures refers to the provision, laundering, storage, uniformity, identification marking and inspection practices associated with the physical education costume.

3. Provision. In this study, provision means the providing of physical education costumes, whether they be provided by the school or by the student.

4. Laundrying. In this study, laundrying means the cleaning of the physical education costumes and towels.

5. Storage. In this study, storage refers to the method used for safekeeping of physical education costumes and towels when they are not in use.

6. Uniformity. In this study, uniformity is the term used to define physical education costumes that are similar in color, design and material.

7. Identification marking. In this study, identification marking means the labeling of physical education costumes to signify ownership.

8. Inspections. In this study, inspection is the word to describe a visual examination for both cleanliness and uniformity of the physical education costume.

9. Locker. In this study, a locker is a steel box-like construction, 12" x 12" x 36" or a style 7" x 18" x 36", used for the safekeeping of his physical education costume when it is not in use. This locker is located in the dressing room where physical education students dress for class (5).

10. Basket. In this study, a basket is a wire or steel box-like construction, approximately 8" x 9" x 13", in which the physical education costume is stored. This basket is located in the dressing room where physical education students dress for class (11).

11. Spot check. In this study, spot check is a method used for inspecting physical education costumes for cleanliness and uniformity.

12. Individual check. In this study, individual check is performed by taking each student in the class and inspecting his costume for cleanliness and uniformity.

13. Region One. Schools as classified by the Utah High School Activities Association for athletic competition. Schools included are: Bear River, Box Elder, Logan, North Cache, South Cache, Ogden, and Weber.

14. Lending practices. In this study, lending practices is referred to as letting one student use all, or any part of, another's physical education costume.

REVIEW OF LITERATURE

In so far as could be determined, there were no previous studies or investigations made on boys' physical education costumes procedures in Utah high schools of Region One for the year 1952.

Wayne C. Taylor, however, made a study of requirements in physical education for schools in Region One. The study was entitled, "A Survey of the Requirements in Physical Education for Boy's (sic) in Region One of the Utah State Athletic Association." The purpose of the study was:

...to determine the status of the requirement in physical education for boys in high schools of Region One; and to examine those requirements in relation to standards adopted by the U. S. course of study, and authorities in physical education.

The purpose of this study will be three-fold: (1) to examine the current requirements in physical education for boys in high schools in Region One of the state of Utah; (2) to determine if physical education programs in Region One conform with the Utah state course of study and with opinions of authorities in physical education; and (3) to present material that may prove useful to teachers who are revising or constructing requirements in physical education (10, p. 4).

His study is concerned with high schools in Cache, Box Elder Counties, and one high school in Weber County, making a total of six Region One high schools.

In relation to this study, Taylor's study shows who provided physical education costumes, and what items were required. He also gives some data on storage rooms where these items are stored (10). This study will point out in detail, many procedures now used in the seven Region One high schools concerning the physical education costume.

Nixon and Cozen in An Introduction to Physical Education define physical education not purely as development of physical aspects of the human organism, nor primarily with the development of skill in muscular activity. Neither is it totally an agent for promoting good "citizenship" and "health."

Perhaps our best chances of arriving at a common understanding of the meaning of the term 'physical education' is to consider the subject in the light of the fundamental nature of all education as the term 'education' is now understood (8, p. 3).

Since physical education today has as one of its important functions, activities that require physical exertion, it is deemed necessary that a proper apparel be worn.

Miller, Bookwalter and Schlafer suggest:

Dress in gymnasium uniform should be a prerequisite to class attendance unless announced otherwise for special activity periods. Regular civilian clothes are uncomfortable and in many activities clothes are a definite hazard. They also absorb perspiration and become odorous. Proper clothes consists of white sleeveless gym shirt--T shirt is satisfactory, white gym shorts, athletic supporter, heavy gym socks, and rubber soled gymnasium shoes (7, p. 66).

In the review of literature to follow, view-points will be brought to light concerning the various acceptable procedures relating to the physical education costume.

Provision of the physical education costume

Williams and Brownell state:

Although the plan for free textbooks and supplies has been accepted by most boards of education, few of them have extended this principle to the purchase of gymnasium costumes. Even where school boards purchase athletic equipment, students in gymnasium classes are required to furnish their own costumes. Ideally such equipment should be provided at public expense. This procedure facilitates laundering and insures a clean uniform when needed. In

many public schools the board of education purchases costumes in large quantities, selling them to the students at cost (12, p. 275).

In Physical Education Foundations and Principles, Brownell

and Hagman (2) collaborate on very much the same beliefs. They say:

Under the best conditions, the school furnishes the uniforms and towels and has them laundered after each use. The hygienic and psychological values of a clean, attractive uniform for both students and the instructor cannot be denied; both should wear appropriate uniforms for physical education classes (2, p. 331).

At De Pauw University, in an effort to eliminate problems connected with the administration of certain hygienic aspects of the physical education program, administrators decided to furnish all men students with a complete gymnasium uniform. They charged a fee that provides students with a clean and complete uniform for the entire four years of college. Figures show that the fee amounted to approximately \$2.75 per year. Over a period of two years, the school has paid for all uniforms and has a full stock of equipment. The school has now eliminated all special fees and students are financially responsible only for equipment lost or destroyed(6). It would seem that our high schools could adopt a similar policy so that they may over-come some of their physical education difficulties.

Laundering of the physical education costume

Many authors (1, 6, 7, 12) seem to agree on certain aspects concerning the laundering of the physical education costume.

Williams and Brownell report:

School authorities solve the problem of clean uniform and towels in one of three ways:

1. Delegating the responsibility to the students and family.
2. Arranging with a commercial laundry to provide clean equipment at nominal cost paid by the school or student.

3. Maintaining school laundries.

Delegating this responsibility to the student and his family seldom proves satisfactory. Most adolescent youth follow the course of least resistance and neglect to provide clean equipment. The result is obvious; soiled uniforms are used over and over again, while towels could easily be mistaken for the janitor's dust cloth except that the latter presents a less offensive odor. Principles of good personal hygiene demand clean uniforms.

In many school systems towels are furnished and kept clean by a local commercial laundry at nominal cost. The laundry collects soiled towels daily and supplies clean ones. Sometimes the board of education assumes the financial responsibility for laundry service, although more often the students themselves pay a small fee for the use of clean towels. Boards of education should provide this service (12, pp. 275-76).

Brace (1) strengthens even more the beliefs of Williams and Brownell in that provision of a clean towel is very essential to students in the physical education program. He mentions the possibilities of a student fee for laundering since the home-laundering plan encourages the use of dirty towels and costumes.

The authors of Physical Fitness for Boys have stated:

To be always wholesomely clean with respects to person, uniform and towel is a most laudable policy. The extent to which this policy can be enforced depends much on the school's facilities and administrative support from the school board. The following policies on hygiene are recommended: The student shall have a clean towel each day, the uniform shall be inspected every two or three weeks (7, pp. 41, 44).

Storage of physical education costumes

A satisfactory physical education program carries with it the need for lockers to store physical education costumes when they are not in use (7). The individual one or two tier metal locker is the most acceptable. However, if this type of locker is not available due to restrictions on metal, some type of pressed wood or plastic would serve the purpose. Lockers made of these materials will give excellent

service and may be constructed by local carpenters or under the direction of the school's industrial arts department.

When individual lockers are not possible, but a sufficient number equal to the maximum enrollment of two class sections are available, then recourse may be had to the basket-locker arrangement. The basket-locker method makes it possible to have the same locker used by students in different class sections. Arrangements must be made for a suitable space in which the baskets can be placed. It may be possible to rearrange the locker room so that a basket-cage can be constructed at one end or in the middle of the room. The partitions of the basket-cage should be made largely of strong woven wire, and not of closely fitted boards, so that there may be free circulation of air (7, p. 42).

Lockers may be of individual steel type, 12" x 12" x 36"; or a style 7" x 18" x 36". Another system may be that of the large dressing locker fitted with several box storage lockers. A combination of wire storage baskets and large dressing lockers may be another method used. Which ever of these methods is used, it should be sufficient in number to handle the peak load of any one class (5).

Basement locker rooms are open to question because suitable sanitation; air, sunlight, and dryness are difficult to obtain in basements. The authors (3) of The Administration of Modern Secondary Schools believe that storage, locker, and dressing rooms should be located under the seating gallery on the main floor, which will give air and sunlight that are so desirable.

Forsythe and Duncan conclude:

It is necessary that safe storage be provided for wearing apparel while participants are engaging in physical education and recreation activities. Also it is imperative that wearing apparel for activities be in a place of safekeeping when not in use. Individual locker and basket systems are most commonly used for both of these purposes. The gang locker provides for small individual lockers for activity equipment storage and a larger locker for group use in which regular wearing apparel may be kept during activity periods. In other

instances, there are individual half-lockers for storage of activity and wearing apparel; This system provides the most desirable type or permanent lockers, especially if there is to be adult community use of facilities. Individual combination locks are better than key locks (4, p. 99).

Williams (11) recommends that each member of the class should have a locker 12" x 12" x 36", or an equipment of full-sized lockers for two large classes with basket lockers 13" x 9" x 8". Lockers should conform to the standards set above and be located in locker rooms equipped with mirrors, benches, and washbowls adjoining the gymnasium.

Uniformity of physical education costumes

In Taylor's study (10), uniformity of physical education costumes was not a practice at the time he made his study, which was in 1947. Although, he stated that every physical education instructor expressed the opinion that a similarity in color is desired.

Miller, Bookwalter and Schlafer agree on uniformity in that:

Each student should have a uniform consisting of a sleeveless gym shirt, shorts, supporter, heavy socks and gymnasium shoes. Two sets of garments are recommended so that while one is in use the other may be put through the weekly laundry. However, since most classes meet but three times a week, the one suit may be easily laundered on off days.

The color of the uniform is quite immaterial. Yet the white uniform makes for more cleanliness. Its soiled condition is more noticeable and its appearance therefore calls for more often washing. Standard uniforms may also possess psychological values resulting in better class morale (7, pp. 42, 43).

"Appropriate costumes for physical education classes are essential.

Uniformity in color and design contribute to the appearance of the group and improve morale" (12, p. 278).

Schroeder's Handbook of Physical Education recommends uniformity of both student and instructor:

...Your attire should be uniform, clean, and whole; in fact, in all matters of dress and person you should present a neat appearance. Insist on the same correctness in the dress of your students. Train yourself early to catch the details that need correction in the attire of your students as well as in their work. A carelessly dressed group cannot have a snappy, alert attitude toward their work (9, p. 7).

ANALYSIS OF DATA

Response to interview

Coaches and physical education instructors were cooperative when asked to be interviewed for this study. They were interested in the outcome as to how their schools compared with other schools of Region One.

The two schools that reported as requiring identification marking stated 100% cooperation from the students. However, in checking the costumes for markings, it was discovered in both cases that actual marking is approximately 60 per cent adequate.

Where schools indicated that laundering was a weekly practice, the cleanliness of the costumes was questionable. It will be stated in the analysis of data in the event the personal observation findings by the writer is not in agreement with the interview check list.

The over-all picture of physical education costumes in Utah high schools of Region One has many similar characteristics. However, there are some note worthy variations. Some of the differences that do exist will be pointed out by the tables and analysis of data to follow.

Table 1. Schools that require physical education costumes, and the estimated yearly average of students that dress for class

	Schools						
	I	II	III	IV	V	VI	VII
Schools that require costumes for physical education	X	X	X	X	X	X	X
Estimated yearly per cent of students that dress for class	100	98	90	100	90	98	96

Schools requiring physical education costume; estimated fulfillment

Table 1 indicates that all schools require students to wear a physical education costume when participating in physical education activities. Schools I and IV estimated as having 100 per cent of the students dress for class throughout the school year. Schools II and VI answered as having a 98 per cent estimated yearly average. School VII declared a 96 per cent average while schools III and V stated 90 per cent. Students having a legitimate excuse for not appearing in costume are not included in these averages. The averages were derived from students that were present and dressed appropriately, and students that were present but not dressed and having no reasonable excuse for disregarding class requirements. The most common excuse for students not appearing in costume at class time is due to the fact that, after home laundering, they neglected to return them. If schools would accept the responsibility of laundering the physical education costume, not only would the costume be cleaned regularly, but student absentees would be greatly reduced.

When making a personal observation of the class in session, it was revealed that schools were reasonably accurate when stating the estimated yearly per cent of students that dress for physical education classes. Since it was not possible for the observer to locate the students that were absent to determine whether or not they had a legitimate excuse, the writer's observations were limited to those present at the time the visit was made to the class. To determine the estimated average of students that dress for physical education classes, the writer followed much the same pattern as did the schools. Students with reported legitimate excuses were not included in the over-all class average.

Table 2. Provision of physical education costumes and towels

	Schools						
	I	II	III	IV	V	VI	VII
The physical education costume:							
By the school							
By the student	X	X	X	X	X	X	X
Athletic socks	X	X	X	X	X	X	X
Athletic supporter	X	X	X	X	X	X	X
Short trunks	X	X	X	X	X	X	X
Gym shoes	X	X	X	X	X	X	X
T-shirt	X		X		X	X	X
Sleeveless shirt		X					
Towels:							
By the school	X	X	X	X		X	
By the student					X		X

Provision

Table 2 reveals that the student in each of the seven schools is required to furnish his own physical education costume. All schools with the exception of two require similar items of apparel, however, this does not mean all items were uniform in color, design and material. Also, rather than a T-shirt, school II preferred a sleeveless shirt. School IV did not require either T-shirt or sleeveless shirt as part of the physical education costume.

The table shows that five of the seven schools furnish towels; the other two schools made it a student responsibility.

In comparing these findings with the beliefs of competent men in the field, it is discovered that they are not in agreement. Williams

and Brownell feel that the school board should provide both costume and towel for the student. "...Ideally such equipment should be provided at public expense" (12, p. 331).

At DePauw University, provision of costumes has become a responsibility of the school. Their physical education program has functioned very successfully. The students pay approximately \$2.75 per school year for which they receive a clean costume and towel regularly (6).

Miller, Bookwalter and Schlafer (7) make recommendations as to what items make up an acceptable physical education costume, listed on page 7 of this paper.

Table 3. Laundering of physical education costumes and towels, and how often laundering is required

	Schools						
	I	II	III	IV	V	VI	VII
The physical education costume:							
By the school							
By the student	X	X	X	X	X	X	X
How often:							
Bi-weekly							
Weekly					X		X
Bi-monthly	X	X				X	
Monthly				X			
Other			X				
Towels:							
By the school	X	X	X	X		X	
By the student					X		X
How often:							
Bi-weekly			X				
Weekly	X	X		X	X	X	X
Bi-monthly							
Monthly							
Other							

Laundering

As indicated by table 3, the responsibility of laundering the physical education costume in all schools is delegated to the students. Schools V and VII stated as requiring laundering done each week. Three schools, I, II, and VI made it a bi-monthly practice, and school IV

is on a monthly basis. The school that answered "other" said that they required laundering done when necessary. They did not specify as to how often "when necessary" would be.

Laundering of the towels is a responsibility of five of the seven schools. Students of the other two schools, V and VII are required to provide for their own laundering. In comparing table 3 with table 2, it may be concluded that schools furnishing towels also are responsible for laundering them. Three schools that furnish towels charge a fee for rental as shown on table 9. This fee is used to purchase and launder the towels.

In the personal observation of physical education classes in session, the writer questions the laundering practices in some of the schools. Those schools that reported as laundering costumes weekly may be questionable, due to the soiled appearance of some costumes. However, some physical education activities such as tumbling and wrestling soil costumes more readily than do other activities.

Williams and Brownell and other authors seem to think that the responsibility of laundering physical education costumes should be that of the schools.

The type of laundry system depends upon the size of the school system and the use made of departmental facilities. In reasonably large cities, school laundries are recommended. In small communities, arrangements are made with a commercial laundry to furnish clean equipment at nominal cost; preferably paid by the board of education (12, p. 278).

Brace states:

Plans for providing each student with a clean towel daily are essential. Many schools charge a small fee to cover cost of towels, and laundry services for suits and towels. Having towels and suits laundered at home encourages the use of dirty ones (1, p. 10).

Williams and Brownell state: "...Delegating this responsibility to the student and his family seldom proves satisfactory" (12, p. 275).

Table 4. Storage of physical education costumes and towels, and schools that have pilfering problems

	Schools						
	I	II	III	IV	V	VI	VII
The physical education costume:							
By the school	X	X	X	X	X	X	X
By the student							
Basket-type	X			X	X		X
Locker-type		X	X				
Other						X	
Towels:							
By the school	X	X	X	X	X	X	X
By the student							
Basket-type	X			X	X		X
Locker-type		X	X				
Other						X	
Schools that have pilfering problems:	X		X		X		X

Storage

Table 4 indicates that all schools provide storage space for physical education costumes and towels. Four schools use the basket-type and two schools use the locker-type storage systems. School VI is marked as "other" for its method of storage. The reason for this being that the students at this school are required to carry their costumes and towels to and from class each day. Rather than being stored in a locker or basket designed for this purpose, they are placed in a

cloth bag and stored in a locker where the student has his books, coat, lunch, etc. This locker is located in a hall near the main section of the building. The definition of locker as used in this study, page 4, does not include any locker other than the one used for physical education clothing, and is located in the dressing room.

It is specified in table 4 that towels and costumes are stored in the same basket or locker. In schools where the circulation in the storage room is not adequate, as shown in table 5, there may arise the problem of proper drying of these items. Four schools indicated having pilfering problems. An inefficient storage system was believed responsible. Poorly constructed baskets and lockers, along with negligence on the part of the student encouraged pilfering; such was the beliefs of most schools.

Forsythe and Duncan suggest:

It is necessary that safe storage be provided for wearing apparel while participants are engaging in physical education and recreation activities. Also it is imperative that wearing apparel for activities be in a place of safekeeping when not in use. Individual lockers and basket systems are most commonly used for both of these purposes...(4, p. 99).

Williams and Brownell (12, p. 276) add: "An administrative responsibility frequently overlooked is adequate supervision of locker rooms. No program of physical education is satisfactory which fails to provide this service."

Table 5. Efficiency of storage system

	Schools						
	I	II	III	IV	V	VI	VII
Air circulation	G	P	P	P	G	G	G
Do costumes and towels dry out sufficiently	no	no	no	no	no	no	yes
Do you have sufficient storage space	no	no		no		no	no

G - good; P - poor

Table 5 reveals the efficiency of the storage rooms in the seven Region One high schools. Three schools stated having poor air circulation, and four schools believed the air circulation to be good. Schools I, II, IV, VI and VII declared that they did not have sufficient storage space. Schools I, V, and VI are listed as having good air circulation, yet, the table shows that their costumes and towels do not dry out sufficiently.

Edmond, Roemer and Bacon(3) contend that basement locker rooms are open to question because suitable sanitation; air, sunlight and dryness are difficult to obtain in basements. Storage, locker, and dressing rooms should be located under the seating gallery on the main floor.

Since table 5 does not show full correlation between good air circulation in a storage room, and the drying out of costumes and towels, it may be concluded that the manner in which the items are stored is of great importance.

Williams (11) recommends that each member of the class should have a locker 12 by 12 by 36 inches, or an equipment of full-sized lockers for two large classes with baskets 13 by 9 by 8 inches.

Table 6. Schools that have uniformity of physical education costumes; per cent of uniformity required, and average yearly per cent of uniformity reported

	Schools						
	I	II	III	IV	V	VI	VII
Uniformity and types:							
Yes		X				X	
No	X		X	X	X		X
Color		X				X	
Style		X				X	
Design						X	
Material		X				X	
Per cent required:							
0%							
80%							
90%							
100%		X				X	
Average yearly per cent of uniformity reported:							
0%							
90%							
98%		X					
99%							
100%						X	

Uniformity

Table 6 shows which schools in Region One require uniformity of the physical education costume. Schools II and VI follow this practice. The other five schools answered as having no uniformity. Of the two schools that do make this a requirement, school II answered as having

costumes similar in color, style and material. The uniformity in school VI included similarity in color, style, design and material. Both schools reported uniformity of costume as being a 100 per cent requirement. When asked what their estimated yearly average uniformity was, school II answered 98 per cent and school VI 100 per cent.

The writer visited the physical education classes while in session and the actual class uniformity of costumes varied. One class in school II had 42 students of which two were not uniformly dressed. This made the over-all class costume uniformity 96 per cent. Another class visited had 100 per cent uniformity. In school VI, one class had 29 students of which two were not uniformly dressed. This lowered the 100 per cent class uniformity, as stated by the school, to 94 per cent. Another class had 24 students of which eight were not uniformly dressed. The costume uniformity for that class was 68 per cent. Two other classes were visited in which 97 per cent and 100 per cent uniformity was evident. The average class uniformity discovered in the four visits, to this school, was 88 per cent. When these figures were presented to the coach, his reaction was that during this time of the school year when the gymnasium is used for various other purposes such as dances, etc., the physical education program is disrupted and the students lose interest.

Miller, Bookwalter and Schlafer (7) in Physical Fitness for Boys, suggest the types of costumes desirable, and how a uniformly dressed class aids in class morale.

In Handbook of Physical Education, by Schroeder, is listed suggestions as to uniformity and cleanliness of the physical education costume of both student and physical education instructor. The attire

should be uniform, clean, and whole: in fact, in all matters of dress this should be true. One should train himself to catch the details of dress that need correction. "...A carelessly dressed group cannot have a snappy, alert attitude toward their work" (9, p. 7).

Williams and Brownell (12, p. 274) state: "...Costumes of uniform design and color add to the appearance of the class and tend to establish group morale."

Table 7. Inspection of the physical education costume; method used, how often and by whom

	Schools						
	I	II	III	IV	V	VI	VII
If inspections are conducted and by whom:							
Yes	X	X	X		X	X	X
No				X			
Coach	X		X			X	
P. E. instructor		X			X		X
Student					X		
Other							
Method used:							
Spot check		X	X		X	X	
Individual check	X				X		X
How often:							
Daily	X	X	X			X	
Bi-weekly							
Weekly					X		X
Other					X		

Inspections

Table 7 brings out some of the characteristics concerning the inspecting of physical education costumes for cleanliness and uniformity in schools where uniformity is a practice. Six schools conduct inspections. One school, No. IV, reported no inspections. In schools I, III, and VI, the coach inspects while in schools II, V, and VII the physical education instructor performs this duty. Only one school, No. V, has a student assist in the inspections. The most common method used is the spot check. Four schools favor this method and three favor the individual check. School V uses both methods of inspecting. It reported as making the spot check weekly, and the individual check each semester. Four schools make either a spot check or individual check on a daily basis, two weekly, and the one marked as "other" makes an individual check at the beginning of each semester.

Miller, Bookwalter and Schlafer (7, p. 41) in Physical Fitness for Boys quote: "...The student shall have a clean towel each day, the uniform shall be inspected every two or three weeks."

Table 8 Schools that require identification marking of physical education costumes, type of marking used, who does the marking, and what per cent is required

	Schools						
	I	II	III	IV	V	VI	VII
If marking is done and what type:							
Yes					X		X
No	X	X	X	X		X	
Initials							
Last name and first initials							X
Other					X		
Marking is done:							
By the school							
By the student					X		X
Per cent of marking required:							
0%							
80%							
90%							
100%					X		X

Identification marking

Table 8 reveals that schools V and VII require the physical education costume be marked for identification. Five schools do not require this practice. In school VII the last name and first initials are used, and school V does not require any special type of marking. In both cases it is the responsibility of the student to do the marking. The two schools require 100 per cent identification markings throughout.

Table 9. Purchase price, laundering costs, and student rental fees for towels

	Schools						
	I	II	III	IV	V	VI	VII
Purchase price per towel	.85	.65	.60	.75		.75	
Laundering cost per towel	.03	.02 1/2	.03	.01		.02	
Fee charged to students for rental of towel	0	0	1.00	.75		.75	

Towel expenses

Table 9 is concerned with the towels used by physical education students. The table shows that five of the seven schools furnish towels. In schools I and II, the towels are supplied and laundered at no expense to the student. However, in schools III, IV, and VI, a fee, ranging from 75 cents to \$1.00 is charged for student rental of the towel. The money obtained through fees is used for purchasing and laundering expenses. The purchase price of towels ranges from 65 cents to 85 cents, with laundering costs ranging from one to three cents each.

Schools IV and VI have provisions for laundering their towels, and in both cases, the cost of laundering is slightly lower than those schools that rely on commercial laundering companies.

Williams and Brownell report:

In many school systems towels are furnished and kept clean by a local commercial laundry at nominal cost. The laundry collects soiled towels daily and supplies clean ones. Some times the board of education assumes the financial responsibility for laundry service, although more often the students themselves pay a small fee for the use of clean towels. Boards of education should provide this service (12, pp. 275-76).

Table 10. Penalties given to students that do not cooperate with physical education dressing requirements

	Schools						
	I	II	III	IV	V	VI	VII
Students that do not dress	HG	AG	EG	CG	F	ABG	AG
Students that are not uniformly dressed		G				I	
Students that do not have clean costumes	A	G	A		A	A	A

Key to letters used in table 10:

- A - Cut in physical education grade.
- B - Physical activity other than regular class participation (20 laps around inside track followed by a shower)
- C - A 500-word theme or a \$1.00 fine.
- E - Comparing well-dressed students to untidy ones. (has psychological effect)
- F - Appointing all students to a squad; this stimulates intra-squad pressure upon unnecessary absentees of squad members.
- G - No class participation.
- H - Additional health assignment.
- I - Two warnings given, then cut in grade.

Penalties

The most common of the penalties used for students not cooperating with physical education requirements as shown by table 10 is that of G (no class participation). The next most commonly used was A (cut in grade). The two schools that showed as giving penalties for lack in uniformity were Nos. II and VI. These schools, as indicated on table 6, page 22, are the only schools that require uniformity of physical education costumes. School IV made no response in regards to penalty for an unclean costume.

SUMMARY

This study was made to determine the present procedures concerning physical education costumes now used in the seven Utah high schools of Region One. Coaches and physical education instructors, representing these schools, were interviewed to obtain data necessary for the completion of this paper. Personal observations of classes in session aided in verifying information received. These seven schools have a total enrollment of approximately 1471 boys participating in physical education for 1952.

All schools require the students to furnish a physical education costume. The items of apparel are similar with the exception of school II which requires a sleeveless shirt rather than a T-shirt, and school IV who requires neither. Five of the seven schools furnish towels. In the review of literature, pages 7 and 8, Williams and Brownell (12), and Hagman (2) state that the school should provide costumes and towels for students participating in physical education.

The laundering of the physical education costume is done by the student, or his family, in every school. Two schools require weekly laundering, three bi-weekly, one monthly, and one stated as requiring laundering when necessary. Towels are laundered by five of the schools while two make it a student responsibility. In six schools, laundering is required weekly and one bi-weekly. Several authors (1,6,7,12) feel that laundering of both costume and towel should be done by the schools. Personal observations of the physical education costumes places some question on schools that reported as laundering costumes weekly. Type

of activity in which students participate should determine how often costumes be laundered. Wrestling and tumbling for example, soil them more readily than do other activities.

Some type of storage, whether it be locker or basket is provided for students by all schools. In every case the towel is stored with the costume. This may prove unsatisfactory since towels are damp when stored. If the storage system is inadequate, as shown in table 5, page 21, costumes and towels will not dry out sufficiently. Four schools answered as having pilfering problems. LaPorte (5) suggests that individual steel type lockers, 12" x 12" x 36" or a style 7" x 18" x 36", be used for storing physical education costumes. Forsythe and Duncan (4) believe that a student should have individual locker and basket for safekeeping of both wearing apparel, while engaging in activity, and physical education costume when not in use.

Only two schools require uniformity of physical education costumes. Some authorities encourage uniformity. Williams and Brownell (12), Miller, Bookwalter and Schlafer (7) encourage uniformity since it is an important factor for class morale.

All schools except one conduct either a spot check or individual check when inspecting physical education costumes. In three schools the coach does the inspecting, and in three the physical education instructor inspects. Only one school allows a student to assist in this duty. Most inspections were reported as being made daily. Miller, Bookwalter and Schlofer (7) recommend that costumes be inspected every two or three weeks.

The practice of marking costumes for identification purposes is not too popular throughout the schools. Only two schools require it. However, a personal observation of these two schools showed that about 60 per cent of the students actually marked their equipment.

In the five schools that furnish towels, the average price ranges from 75 cents to \$1.00 per towel. The laundering price per towel ranges from one to three cents. Fees, which range from 75 cents to \$1.00 per student, are charged by three schools for the use of towels.

Each of the schools have some type of penalty for students who do not dress for class, have a clean costume, or have a uniform costume where uniformity is required. The most commonly used penalty is that of no participation. The next most commonly used is a cut in grade. Others such as \$1.00 fines, 500-word themes and extra health assignments are among penalties used in some schools.

CONCLUSIONS

1. That authorities, in the review of literature, seem to agree on the importance of most of the physical education costume procedures mentioned in this study.

2. That whether or not schools have good air circulation in the locker rooms, all costumes do not dry out sufficiently.

3. That the findings of this study do not fully agree with the beliefs of many authorities in the field.

4. That marking of the physical education costume to signify ownership, even though required in some schools, is not an extensive practice.

5. That all schools have some type of penalty for students who do not cooperate with physical education dressing requirements.

6. That the basket type storage system may be a factor that encourages pilfering.

7. That home laundering of physical education costumes contributes to the number of students not dressing for class because they forget to return the costume after it is laundered.

RECOMMENDATIONS

1. That the individual check method of inspection of the physical education costume be made by all schools, and that this check be made daily.
2. That schools assume the responsibility of laundering both physical education costumes and towels.
3. That costumes be laundered according to frequency of use and kind of activities in which students participate.
4. That comparative studies be made of other schools of similar size and conditions.
5. That means be devised to segregate damp towels from the physical education costume in storage.
6. That sufficient storage space be provided.
7. That all physical education costumes be made of a durable and easily laundered fabric.
8. That all schools require identification marking of physical education costumes.

BIBLIOGRAPHY

- (1) Brace, David K. Health and physical education for junior and senior high school boys. New York: A. S. Barnes and Co., 1948.
- (2) Brownell, Clifford Lee, and Hagman, Patricia E. Physical education foundation and principles. New York: McGraw-Hill Book Co., Inc., 1951.
- (3) Edmond, J. B., Roemer, Joseph, and Bacon, Francis L. The administration of modern secondary schools. 3rd ed. New York: The MacMillan Co., 1948.
- (4) Forsythe, Charles E., and Duncan, Ray O. Administration of physical education. New York: Prentice-Hall, Inc., 1951.
- (5) LaPorte, Ralph Wm. The physical education curriculum. Los Angeles: The University of Southern California, 1937.
- (6) Messersmith, L. L. Physical education uniform and laundering costs. Jour. of Health and Physical Education. 10:404. Sept. 1939.
- (7) Miller, Ben W., Bookwalter, Karl W., and Schlafer, George E. Physical fitness for boys. New York: A. S. Barnes and Co., Inc., 1943.
- (8) Nixon, Eugene W., and Cozens, Frederick W. An introduction to physical education. 3rd ed. Philadelphia: W. B. Saunders Co., 1947.
- (9) Schroeder, Ernest G. Handbook of physical education. New York: Doubleday, Doran and Co., Inc., 1947.
- (10) Taylor, Wayne G. A survey of the requirements in physical education for boy's in region one of the Utah State Athletic Association. (M. S. thesis, Physical Education) Utah State Agricultural College, 1947.
- (11) Williams, Jesse Feiring. The principles of physical education. 5th ed. Philadelphia: W. B. Saunders Co., 1948.
- (12) _____ and Brownell, Clifford Lee. The administration of health and physical education. 3rd ed. Philadelphia: W. B. Saunders Co., 1946.

APPENDIX

APPENDIX A

SCHOOL _____ DATE _____
 PLACE _____ SIZE OF SCHOOL _____

Do you require all students to wear a gymnasium costume during physical education classes? Yes _____ No _____

a. If yes, what items are required?

all _____	T-shirt _____
athletic socks _____	supporter _____
short trunks _____	sweat shirt _____
gym shoes _____	other _____

b. If yes, what percent of all students actually dress?

0% _____	80% _____
20% _____	100% _____
40% _____	other _____
60% _____	

PROVISION:

1. If school provides physical education costume, what items?

all _____	T-shirt _____
athletic socks _____	supporter _____
short trunks _____	sweat shirt _____
gym shoes _____	other _____

2. If students provide physical education costume, what items?

all _____	T-shirt _____
athletic socks _____	supporter _____
short trunks _____	sweat shirt _____
gym shoes _____	other _____

3. Who provides towels? School _____ Student _____ Other _____

LAUNDRY:

1. If school is responsible for laundering of phys. educ. costume, how often is laundering done?

daily _____	bi-monthly _____
bi-weekly _____	monthly _____
weekly _____	other _____

2. If student is responsible for laundering of phys. educ. costume, how often is laundering done?

daily _____	bi-monthly _____
bi-weekly _____	monthly _____
weekly _____	other _____

3. Who is responsible for laundering of towels used for phys. education classes? School _____ Student _____ Other _____

a. If by school, how often?

daily_____

bi-weekly_____

weekly_____

bi-monthly_____

monthly_____

other_____

b. If by student, how often?

daily_____

bi-weekly_____

weekly_____

bi-monthly_____

monthly_____

other_____

STORAGE:

1. Does your school provide storage for physical education costumes? Yes_____ No_____

2. How are physical education costumes stored?

lockers_____

students carry to and from home_____

baskets_____

other_____

3. How efficient is air circulation where costumes are stored?

very good_____

very poor_____

good_____

other_____

poor_____

4. Does your storage system discourage pilfering?

Yes_____

no_____

5. Are your physical education costumes stored so that they dry out sufficiently?

Yes_____

No_____

INSPECTION:

1. Do you inspect your physical education costumes?

yes_____

no_____

a. If yes, how often?

daily_____

bi-weekly_____

weekly_____

bi-monthly_____

monthly_____

other_____

b. Who does inspecting?

principal_____

coach_____

P. E. instructor_____

student_____

other_____

c. How is inspection conducted?

individual check_____

spot check_____

other_____

UNIFORMITY:

1. If you have uniformity of physical education costumes, are all costumes similar in material____, design____, style____, color____? (check those that best represent your program)
2. What percent uniformity of physical education costume does your school require?

0% _____	80% _____
20% _____	100% _____
40% _____	other _____
60% _____	
3. What percent uniformity of physical education costume is the actual practice?

0% _____	80% _____
20% _____	100% _____
40% _____	other _____
60% _____	

COST:

1. If your school purchases physical education costumes, what is average cost of items?

athletic socks _____ (pr.)	supporter _____
short trunks _____	sweat shirt _____
gym shoes _____	towel _____
T-shirt _____	other _____
2. If your school is responsible for laundering the physical education costume, what is average cost of items laundered?

athletic socks _____	sweat shirt _____
short trunks _____	per pound _____
T-shirt _____	complete costume _____
supporter _____	other _____
3. If your school has its own laundering facilities, what is cost of this type of equipment? _____
 - a. Under these conditions, what is average cost of laundering one complete gymnasium costume? _____

MARKING:

1. Do you require marking of physical education costume to signify ownership? yes _____ no _____
 - a. If yes, what type of markings are used?

complete name _____	letters other than initials _____
initials _____	other _____
last name, 1st initial _____	

2. Do you require marking to be in uniform place? yes____ no____
3. Who is responsible for doing the marking? student____ school____
4. To what extent is marking an actual practice?

0%_____	80%_____
20%_____	100%_____
40%_____	other_____
60%_____	
5. Has marking physical education costumes aided in reducing pilferage?

yes_____	no_____
----------	---------

LENDING OF EQUIPMENT:

1. Do you allow students to lend all, or any part of their physical education costume? yes____ no____
 - a. If no, do you have methods to prevent such a practice?

yes_____	no_____
----------	---------
 - b. If yes, what items are allowed to be borrowed?

all_____	T-shirt_____
athletic socks_____	supporter_____
short trunks_____	sweat shirt_____
gym shoes_____	other_____
 - c. Are your methods to prevent lending effective?

yes_____	no_____
----------	---------
 - d. Where lending is allowed, does the part borrowed get dried out before the next student wears it?

yes_____	no_____
----------	---------

Other clothing problems that you think might add to the efficiency of this study:

1. _____
2. _____
3. _____
4. _____
5. _____

What action is taken towards students that:

1. Do not dress for physical education classes?
 - a. _____
 - b. _____
 - c. _____
2. Do not have a uniform costume?
 - a. _____
 - b. _____
 - c. _____

3. Do not have a clean costume?

- a. _____
b. _____
c. _____

PERSONAL OBSERVATION COMMENTS:

Visit to class

1. % completely dressed _____
2. Uniformity _____
3. Marking _____
4. Cleanliness _____
5. Towel issue _____
6. Inspections _____

Visit to storage room

1. _____
2. _____
3. _____
4. _____

APPENDIX B

Date

John R. Doe
Principal Jonesville High School
Jonesville, Utah

Dear Mr. Doe:

I am making a study of the physical education program in a few selected high schools in Utah. This study will deal specifically with gymnasium costumes; their uniformity, storage facilities, identification marking, provision, laundry, and costs.

In conference with Dean E. A. Jacobsen and Professor H. B. Hunsaker, your school has been selected to assist us in this study. It is important to the validity of this study that my visit be unannounced, although, with your approval, I plan to be at your school sometime during the month of March.

The physical education instructor at your school is the person I would like to interview. This interview will take approximately twenty-five minutes. I will appreciate your cooperation in this matter. If you feel that you can assist in this work, please mark the enclosed card accordingly and return it at your earliest convenience.

Very sincerely,

Remo J. Polidori (signed)

This study has been approved by the School of Education and the Department of Physical Education at Utah State Agricultural College.

Dean School of Education (signed)

Head Dept. of Physical Education
and Recreation (signed)